In this course, students gain an understanding of educational research and critically analyze resources of research, such as professional journals, Internet sites, technical reports, ERIC (Education Resources Information Center) documents, and reports of professional organizations. The students will examine historical trends and themes in education and how they have changed and progressed to newer, cutting-edge educational research that informs classroom instruction. Students will analyze research data and reports of research with the purposes of, gaining understanding of sound educational research techniques; evaluating research designs including issues of validity and reliability; gaining knowledge of both quantitative and qualitative data collection procedures; interpreting the results and implications of research; and learning the form of technical, scholarly writing. Through course experiences, students will be prepared to write meaningful research questions and design methodologies for conducting their own classroom research projects. Students will also learn to be effective consumers of research, equipped with skills needed to make sense of classroom, district, state, national, and international educational research studies. This course is to be taken after at least 9 hours of graduate course work and preceding EDUC 5395 and EDUC 5397.

Course Prerequisites:
There are no prerequisites listed for this course. A statistics course is highly recommended.

Textbook(s) and Materials:
- An active Tk20 account so that you can upload Final Paper on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to [http://www.uta.edu/coed/academics/tk20/index.php](http://www.uta.edu/coed/academics/tk20/index.php).

Assignments, Quizzes based on Readings, Class Activities, and Final Paper:

Important Policies
- Assignments, Quizzes, Class Activities, and the Final Paper will be used to evaluate your performance.
- All assignments (**40% of the final grade**) should be submitted on Blackboard using Assignments link.
- All assignments should be typed in Microsoft Word leaving 1 inch margin on all sides and using double line spacing.
Assignments


   This assignment should be your reflection on journal article 1. Read this journal article and look for the problem statements, hypotheses or research questions or purpose of the study, review of related literature, and method section. Write a summary of your findings based on these topics.


   This assignment should be your reflection on journal article 2. Read this journal article and look for the problem statements, hypotheses or research questions or purpose of the study, review of related literature, and method section. Write a summary of your findings based on these topics.


   This assignment consists of at least 15 research articles that are related with the research topic of your interest. The list of references should start on the second page with bold and centered heading of References. The sources listed in the References section should be written in APA format.


   This assignment should be written after a series of class activities that help you narrow down your research topic to a practical project. This assignment should consist of a short (1-2 lines) research topic and 2-4 research questions.

Quizzes

Weekly Quizzes based on readings of chapters from Leedy and Ormrod (2016) will be available on Blackboard under the link of Quizzes. These quizzes must be taken by 5:00 pm on Monday (before class) so that topics from chapters can be discussed in class. Exception: The deadline for the first quiz is also 5:00 pm on second Monday (Jan. 30). See Tentative Course Schedule for the topics covered in the quizzes. You will be able to take each quiz three times before the deadline with the highest grade recorded for computing the final grade. You cannot retake a missed quiz.

Class Activities

Because of the nature of this course, each class meeting will use an active discussion format so that topics of chapter readings can be covered. Students should come to class having already read the assigned topics from each chapter. Please read each chapter carefully, construct knowledge so that you can apply this knowledge in practical contexts.

Peer Review of Assignments and other Class Activities as shown in the Tentative Course Schedule will be collected for 20% of the final grade. Kahoot (https://create.kahoot.it/#login) quizzes will be used to evaluate readings from APA Manual. The lowest grade on this category can be dropped at the end of the course.

Final Paper

The final paper written in APA format will be required as final activity of this course. The contents of the final paper will be made available on Blackboard and will be discussed in class. The final paper must be submitted on Blackboard and Tk20 by 11:59 pm and 11:55 pm respectively on May 8. Failure to submit final paper on Tk20 will result into a zero grade on corresponding Blackboard submission.

Grade Assignment:

The final grade will be based on Weighted Total, which is computed as:

\[
\text{Weighted Total} = 0.4 \times \text{Average grade on Assignments 1-4} + 0.2 \times \text{Final Paper} + 0.2 \times \text{Average grade on Quizzes} + 0.2 \times \text{Average grade on Class Activities},
\]

where each assessment (i.e., Final Paper, each Assignment, Quiz, and Activity) is worth 100 points. Look at the pie chart below for the percent contribution of each assessment toward final course grade. The final course grade distribution is as shown in the Table below:
<table>
<thead>
<tr>
<th>Weighted Total (WT)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 ≤ WT ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>80 ≤ WT &lt; 90</td>
<td>B</td>
</tr>
<tr>
<td>70 ≤ WT &lt; 80</td>
<td>C</td>
</tr>
<tr>
<td>60 ≤ WT &lt; 70</td>
<td>D</td>
</tr>
<tr>
<td>WT &lt; 60</td>
<td>F</td>
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</tbody>
</table>

**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 23</strong></td>
<td><strong>1st Class Meeting</strong></td>
<td><strong>Syllabus</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>Chapter 1: The Nature and Tools of Research</td>
</tr>
<tr>
<td></td>
<td>Syllabus (Kahoot quiz)</td>
<td>Chapter 3: Writing Clearly and Concisely (APA Manual)</td>
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<tr>
<td></td>
<td>Introduction to Research Methods</td>
<td></td>
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<tr>
<td></td>
<td>Introduction to APA Manual</td>
<td></td>
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<tr>
<td></td>
<td>Critical Review of Journal Articles</td>
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<tr>
<td></td>
<td>Avoiding Plagiarism in Scholarly Writing</td>
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<td></td>
<td>(<a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper Formatting in APA Style</td>
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<tr>
<td></td>
<td>(<a href="http://libraries.uta.edu/video/instruction/apaformatting/step1.htm">http://libraries.uta.edu/video/instruction/apaformatting/step1.htm</a>)</td>
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</tr>
<tr>
<td></td>
<td>Activity to Introduce Research Steps</td>
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<tr>
<td><strong>January 30</strong></td>
<td><strong>2nd Class Meeting</strong></td>
<td><strong>Chapter 2: The Problem:</strong></td>
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<tr>
<td></td>
<td>Introduction to Educational Research</td>
<td>The Heart of the Research Process</td>
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<tr>
<td></td>
<td>Selecting and Defining a Research Topic</td>
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<td></td>
<td>Stating the Hypotheses and Research Questions</td>
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<tr>
<td></td>
<td>(Video: Quantitative vs. Qualitative Research)</td>
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<tr>
<td></td>
<td><strong>Activity on Writing Problem Statement</strong></td>
<td></td>
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<tr>
<td><strong>February 6</strong></td>
<td><strong>3rd Class Meeting</strong></td>
<td><strong>Chapter 3: Review of the Related Literature</strong></td>
</tr>
<tr>
<td></td>
<td>“Developing a Literature Review” by Michelle Reed @ 5:30 PM in Room 315A in the</td>
<td>Appendix A (pp. 354-355)</td>
</tr>
<tr>
<td></td>
<td>main library. Bring your ID card.</td>
<td>APA Manual Chapter 6: Crediting Sources</td>
</tr>
<tr>
<td></td>
<td>Activity on Excel to Keep Track of Literature Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity on Crediting Sources</td>
<td></td>
</tr>
<tr>
<td><strong>February 13</strong></td>
<td><strong>4th Class Meeting</strong></td>
<td><strong>Chapter 4: Planning Your Research Project</strong></td>
</tr>
<tr>
<td></td>
<td>Identifying Good Measurement Instruments</td>
<td></td>
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<tr>
<td></td>
<td>Types of Measurement Scales</td>
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<tr>
<td></td>
<td>Reliability and Validity</td>
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<tr>
<td></td>
<td><strong>Activity on Reliability and Validity</strong></td>
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<tr>
<td></td>
<td>Peer Review of Assignment 1 (bring hard copy)</td>
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<tr>
<td><strong>February 20</strong></td>
<td><strong>5th Class Meeting</strong></td>
<td><strong>Chapter 9: Qualitative Research Methodologies</strong></td>
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<td></td>
<td>Qualitative Research Designs</td>
<td><strong>Chapter 11: Analyzing Qualitative Data</strong></td>
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<tr>
<td></td>
<td>Collecting Data in Qualitative Research</td>
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<td></td>
<td>Organizing and Analyzing Qualitative Data</td>
<td></td>
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<td></td>
<td>Criteria for Evaluating a Qualitative Research</td>
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<tr>
<td></td>
<td><strong>Activity on Creating a List of References</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Activity on Qualitative Research</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
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</tr>
<tr>
<td>February 27</td>
<td>6th Class Meeting</td>
<td>Data Sources in Historical Research Handling Historical Data Systematically Evaluating and Interpreting Historical Data Peer Review of Assignment 2 (bring hard copy)</td>
</tr>
<tr>
<td>March 6</td>
<td>7th Class Meeting</td>
<td>Descriptive Research Designs: Observation Studies Correlational Research Developmental Designs Survey Research Planning for Data Collection in a Descriptive Study Constructing and Administering a Questionnaire Maximizing Return Rate for a Questionnaire Using the Internet to Collect Data</td>
</tr>
<tr>
<td>March 13</td>
<td>No Class – Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>8th Class Meeting</td>
<td>Choosing a Sampling Design Probability Sample Nonprobability Sample Identifying a Sufficient Sample Size Bias in Research Sampling Activity on Research Questions</td>
</tr>
<tr>
<td>March 27</td>
<td>9th Class Meeting</td>
<td>The Importance of Control Pre-Experimental Designs True Experimental Designs Activity on Research Questions</td>
</tr>
<tr>
<td>April 3</td>
<td>10th Class Meeting</td>
<td>Quasi-Experimental Designs Ex Post Facto Designs Factorial Designs Conducting Experiments on the Internet Testing Your Hypotheses and Beyond Activity on Research Questions</td>
</tr>
<tr>
<td>April 17</td>
<td>12th Class Meeting</td>
<td>Exploring and Organizing a Data Set Choosing Appropriate Statistics Functions of Statistics Considering the Nature of the Data Descriptive Statistics Measures of Central Tendency Measures of Variability Measures of Association Activity on R and R Commander</td>
</tr>
</tbody>
</table>
### April 24
#### 13th Class Meeting
Inferential Statistics  
Estimating Population Parameters  
Sampling Distribution of the Mean  
Standard Error of the Mean  
Testing Hypotheses  
Making Errors in Hypotheses Testing  
Another Look at Statistical Hypotheses vs. Research Hypotheses  
Examples of Statistical Techniques for Testing Hypotheses  
Activity on R and R Commander

Chapter 8: Analyzing Quantitative Data  
(From page 234)

### May 1
#### 14th Class Meeting
Using Excel to Record and Recode Data  
Creating Excel data file for importing into R Commander  
Activity on R and R Commander  
Course Evaluation

Appendix A (pp. 356-360)  
(No quizzes this week)

### May 8
#### No Class (Final Exams week)

Upload Final Paper on Blackboard and Tk20.

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**Disclaimer:**

This syllabus may be changed or updated by the instructor for the purpose of better serving students. If the syllabus is changed, students will be notified via email and during the class meeting.

**Learning Outcomes:**

In this course, learning outcomes will be for students to:
1. Become familiar with professional journals, organizations and other resources that support instruction and research.
2. Gain understanding in the use and interpretation of quantitative and qualitative research methods as appropriate to the research questions of the study.
3. Select and apply statistical procedures appropriate to the research questions, and interpret results of these analyses.
4. Gain facility with a computer software program (e.g., R and R Commander) used in educational research for statistical analysis.
5. Gain understanding of various qualitative research designs and purposes including case studies, personal interview, observation, and ethnography.
6. Critically analyze and evaluate research methods and procedures and the conclusions drawn from those methods as used in published research.
7. Write research questions from which to later develop and/or implement an independent classroom research project for the subsequent, related courses EDUC 5395 and EDUC 5397.

**Attendance and Drop Policy:**

**Class Attendance**

As instructor of this course, I will follow the policy of taking attendance. It is your responsibility to sign in the attendance sheet at the beginning of each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. You are allowed one absence for health or religion related reasons. Arriving substantially late or leaving early will count as half of an absence. When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class due to health reasons. Each absence (beyond the one allowed) will contribute to reduction of your course grade by 5%.

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav ([www.uta.edu/mymav](http://www.uta.edu/mymav)) from the beginning of the registration period through the late registration period. After the
late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the students’ responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/fao).

**Other Policies:**

- The **Research Project required in this course will follow a specific format (i.e., APA style)** as directed and communicated during class meetings and posted on the course website (at the Blackboard) by the instructor. All assignments in this course, including the final paper, are to be word-processed.
- Class communication will utilize the course website at the Blackboard and the class email list included at this website. Students **must access the course website at the Blackboard** (https://elearn.uta.edu) to retrieve important information about the course, as well as email messages. This syllabus is posted on the course website at the Blackboard, along with the assignment due notifications, project details, and other communications.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. For electronic communication, I use your MavMail account. You are responsible for checking your MavMail account regularly. **I do not respond to emails sent from accounts other than MavMail.** To activate your MavMail account go to http://www.uta.edu/oit/cs/email/mavmail.php

**Student Feedback Survey:**

At the end of this term, you will be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to you through MavMail approximately 10 days before the end of the term. Your feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. **There are two exits, one each on the east and west side of the corridor outside this classroom.** When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, http://libguides.uta.edu/education. For further help, contact the Education Librarian: Michelle Reed (michelle.reed@uta.edu).

**Americans with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for
Students with Disabilities (located in the first floor of the University Hall), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Counseling and Psychological Services, (CAPS):**
You can contact the CAPS ([www.uta.edu/caps/](http://www.uta.edu/caps/)) by calling 817-272-3671 in case if you need help on your understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:**
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Title IX Policy:**
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Student Support Services:**
The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com). Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. [http://library.uta.eduacademic-plaza](http://library.uta.eduacademic-plaza). Links of various useful library resources are available at [http://library.uta.edu/how-to](http://library.uta.edu/how-to).

**The IDEAS Center:**
The IDEAS Center (2nd floor of the Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593

**Academic Integrity:**
All students enrolled in this course are expected to follow the UT Arlington’s Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt
University Mission:
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

Conceptual Framework:
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education. All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, Knowledge, represents candidate’s theoretical or practical understanding of a subject. In today’s world, candidate’s knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, Leadership, represents candidate’s ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
- Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Emergency Phone Numbers:
In case of an on-campus emergency, call the UT Arlington (UTA) Police Department (PD) at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. For non-emergency purposes, contact UTA PD at 817-272-3381.

Academic Resources within UTA Library:

- Academic Plaza Consultation Services library.uta.edu/academic-plaza
- Ask Us ask.uta.edu/
- Library Tutorials library.uta.edu/how-to
- Subject and Course Research Guides libguides.uta.edu
- Subject Librarians library.uta.edu/subject-librarians
- A to Z List of Library Databases libguides.uta.edu/az.php
- Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
- FabLab fablab.uta.edu/
- Special Collections library.uta.edu/special-collections
- Study Room Reservations openroom.uta.edu/

Professional Dispositions Statement (Approved by Teacher Education Council, 2-7-2012)

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

I. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   - Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
   - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
   - Accepts decisions made by institutional authority.
   - Treats others in a just and equitable manner.
   - Maintains composure and self-control.
   - Responds positively to constructive criticism.
   - Follows appropriate channels of communication/authority.
   - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   - Complies with class and program requirements
   - Attends classes, trainings, and field experiences.
   - Arrives on time and remains for the duration.
   - Is prepared, engaged, and meets deadlines.

• Demonstrates academic integrity and honesty.
• Maintains appropriate confidentiality at all times.
• Demonstrates compliance with all laws and regulations.
• Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards²

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
• Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
• Uses appropriate and professional language and conduct.
• Works effectively, collaboratively, and equitably with others.
• Receives feedback in a positive manner and makes necessary adjustments.
• Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
• Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
• Uses UT Arlington email as official university form of electronic communication and information.
• Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

² Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.